Module Descriptor

Title	Doctrine For Ministry		
Session	2026/27	**Status**	
Code	THEO11003	**SCQF Level**	**SCQF 11**
Credit Points	30	**ECTS (European Credit Transfer Scheme)**	15
School	**Education and Social Sciences**		
Module Co-ordinator	A. Cuthbert		

Summary of Module

This module introduces Christian doctrine in order to facilitate doctrinal-theological thinking into all forms and contexts of Christian ministry. The module will explore what doctrinal theology is, the sources for it, how to think theologically, some key theological minds of the Christian church, and the key Christian doctrines that can be used and applied to various ministry situations.

Focussing especially upon the biography as theology approach, the module will equip the student to reflect upon and use ministry narrative in order to delineate certains key doctrines that will enhance the practical ministry that the narrative emerged from.

Overall, the module will enable practitioners of Christian ministry to know and understand the benefit of applying doctrinal concepts to ministry and which doctrines are suitable to be juxtaposed and applied to different ministry contexts and their associated goals and narratives.

Module Delivery Method	**On-Campus**[1] ☐	**Hybrid**[2] ☒	**Online**[3] ☐	**Work -Based Learning**[4] ☐
Campuses for Module Delivery	☐ Ayr ☐ Dumfries	☐ Lanarkshire ☐ London	☒ Online / Distance Learning	

[1] Where contact hours are synchronous/ live and take place fully on campus. Campus-based learning is focused on providing an interactive learning experience supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus contact hours will be clearly articulated to students.

[2] The module includes a combination of synchronous/ live on-campus and online learning events. These will be supported by a range of digitally-enabled asynchronous learning opportunities including learning materials, resources, and opportunities provided via the virtual learning environment. On-campus and online contact hours will be clearly articulated to students.

[3] Where all learning is solely delivered by web-based or internet-based technologies and the participants can engage in all learning activities through these means. All required contact hours will be clearly articulated to students.

[4] Learning activities where the main location for the learning experience is in the workplace. All required contact hours, whether online or on campus, will be clearly articulated to students

			☒ Paisley		☐ Other (specify)	
Terms for Module Delivery	Term 1	☐	Term 2	☐	Term 3	☐
Long-thin Delivery over more than one Term	Term 1 – Term 2	☒	Term 2 – Term 3	☐	Term 3 – Term 1	☐

Learning Outcomes	
L1	Display an awareness of the foundational concepts of systematic theology, the various sub-divisions of theology that exist, the different sources used for theological formation and the place of revelation and inspiritation in the theological task.
L2	Show much familiarity with a variety of key theologians including their theological approach and how their theology influenced the church and her ministry such as pastoral situations and ethical concerns.
L3	Demonstrate much understanding of the interface between human experience and theological construction (including the diversity of conclusions that can emerge), especially the biography as theology approach and its potential for Christian ministry.
L4	Show critical awareness of the various doctrines of theology, their place in the theological task, and how they can be used to enhance Christian ministerial praxis.
L5	Critically evaluate the necessity to think theologically when involved in Christian ministry, and effectively demonstrate whether or not there are advantages over more pragmatic approaches.

Employability Skills and Personal Development Planning (PDP) Skills	
SCQF Headings	**During completion of this module, there will be an opportunity to achieve core skills in:**
Knowledge and Understanding (K and U)	**SCQF 11** Extensive, detailed, and critical knowledge of key doctrines of the Christian faith and their implications for ministry. Critical awareness of kernel issues surrounding the sources and formation of theological doctrine including key examples from history, ancient and modern. Integrative knowledge of approaches to doctrine, key doctrinal thinkers and the implications of doctrine for Christian ministry praxis.
Practice: Applied Knowledge and Understanding	**SCQF 11** Syncretize theological doctrine and Christian ministry praxis in order to enhance and deepen the effectivenss of practical ministry. Apply knowledge and understanding of key theological doctrines in order to articulate their potential use in contemporary ministry contexts. Demonstrate creativity in constructing a theological doctrine which can be used in a ministry case study and shown to permeate and improve the effectiveness of this ministry.
Generic Cognitive skills	**SCQF 11** Grasp coherently the key doctrines of the Christian faith, and their relevance for twenty-first century Christian ministry.

	Develop original and creative answers to limitations in Christian ministry through the application of key doctrinal-theological constructs. Integrate key doctrinal theology about God, humanity, creation and the church in their own lives as ministry practitioners.
Communication, ICT and Numeracy Skills	**SCQF 11** Show ability in explaining the need for doctrinal-theological concepts in ministry to others involved in their ministry contexts. Consider appropriate ways to communicate Christian doctrine in ministry contexts, in light of key theological ideas pertinent for different ministry situations. Demonstrate much ability articulating key theological-doctrinal constructs to peers, ministerial colleagues and others in different contexts of ministry.
Autonomy, Accountability and Working with Others	**SCQF 11** Demonstrate much ability to listen to other voices that have different understandings of key theological doctrines and engage in constructive discussion with those voices without detriment to ministerial working relationships. Show responsibility for understanding and communicating different doctrines of the Christian faith in various ministry and denominational contexts. Exercise significant initiative and autonomy in the self-study part of the module which will lead to increased levels of participation in the lectures and seminar activities.

Prerequisites	**Module Code**	**Module Title**
	Other	
Co-requisites	**Module Code**	**Module Title**

Learning and Teaching
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours. However, unlike other Master's level modules (that this used module descriptor template reflects) the Master of Theology programme consists of four 30-credit modules, not six 20-credit modules in the 120-credit taught part of the degree programme. Therefore, as listed below, each module consists of 300 learning hours which consists of a total of 60 hours teaching time (36 contact hours of synchronous in-person and hybrid lectures, 18 hours of practical learning workshops, and 6 hours of tutorial support) and 240 hours of self-study. The module handbook, and other detailed material made available to participants, gives more specific information on the particular learning and teaching methodologies, and combinations of these methodologies. This clarifies expectations for module content and for the overall balance of learning and teaching methodologies used during the module. This module is delivered using a combination of in-person and online learning reflecting a twin approach of classroom-based face-to-face delivery and hybrid delivery of lectures using zoom and the university's Virtual Learning Environment (VLE). The use of VLE enables asynchronous learning, as participants engage with their fellow learners and tutors through online learning and discussion activities. Recognising that not all the participants are familiar with the VLE, an online induction and familiarisation process is

included in the teaching of this module. This is intended to help build participant competence and confidence in gaining use of e-books and journals, using the UWS library remotely and accessing the wide range of support services available to UWS students.

Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	**Student Learning Hours** (Note: Learning hours include both contact hours and hours spent on other learning activities)
Lecture / Core Content Delivery	36
Laboratory / Practical Demonstration / Workshop	18
Tutorial / Synchronous Support Activity	6
Independent Study	240
Please select	
Please select	
TOTAL	300

Indicative Resources

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Evans, C. Stephen (ed.). Exploring Kenotic Christology: The Self-Emptying of God (Oxford: Oxford University Press, 2006).

Fiddes, Paul S. Participating in God. A Pastoral Doctrine of the Trinity (London: Darton, Longman and Todd, 2000).

McClendon, James W. Biography as Theology: How Life Stories Can Remake Today's Theology (Eugene: Wipf & Stock, 2002).

McClendon, James W. Doctrine: Systematic Theology, Volume 2 (Waco: Baylor University Press, 2012).

Tanner, Kathryn. Jesus, Humanity, and the Trinity: A Brief Systematic Theology (Minneapolis: Augsburg Fortress, 2001).

(N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure, Students are academically engaged if they are attending and participating in all timetabled programme activities including on-campus and online teaching sessions, asynchronous online learning activities, placement, work-based elements, course-related learning resources, and complete assessments and submit these on time.

For the purposes of this module, academic engagement equates to the following:

In line with the Academic Engagement and Attendance Procedure, students are defined as academically engaged if they regularly engage with timetabled teaching sessions. For this module this includes full attendance at the mandatory in-person intensive study week at the Scottish Baptist College, and a mid-module one-day mandatory hybrid study seminar. Also

included are course-related learning resources including those in the library and on the VLE, together with completing assessments and submitting them on time.

Equality and Diversity
The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: UWS Equality, Diversity and Human Rights Code. As a Christian theological college, students should be aware that teaching, discussion and the college's ethos is from a confessional viewpoint. The college actively encourages an environment of openness and religious tolerance, but the main function of the college is the training of ministerial candidates and the learning environment will be supportive of this. Where students need additional support, this is provided by the college team with reference if appropriate to other UWS colleagues, they are referred to Student Support Services for further assistance. In consultation with the student, the needs of individual students are met, wherever practicable, and every effort made to ensure individual students are not disadvantaged. The staff of the Scottish Baptist College have undertaken and passed the EDI training provided by UWS training.
(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	**Education**
Overall Assessment Results	☐ **Pass / Fail** ☒ **Graded**
Module Eligible for Compensation	☐ **Yes** ☒ **No** **If this module is eligible for compensation, there may be cases where compensation is not permitted due to programme accreditation requirements. Please check the associated programme specification for details.**
School Assessment Board	Divinity
Moderator	I. Birch
External Examiner	
Accreditation Details	None
Module Appears in CPD catalogue	☐ **Yes** ☒ **No**
Changes / Version Number	1.0

Assessment (also refer to Assessment Outcomes Grids below)
Assessment 1
Essay - 2,700 words (40%)
Assessment 2
Portfolio - 4,000 words (60%)
Assessment 3

(N.B. (i) Assessment Outcomes Grids for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An indicative schedule listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Component 1							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Essay	☒	☒	☒	☐	☐	40	0

Component 2							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
Portfolio	☒	☐	☐	☒	☒	60	0

Component 3							
Assessment Type	**LO1**	**LO2**	**LO3**	**LO4**	**LO5**	**Weighting of Assessment Element (%)**	**Timetabled Contact Hours**
	☐	☐	☐	☐	☐		
Combined total for all components						100%	0 hours

Change Control

What	**When**	**Who**
New Module	May 2026	SBC